



Mississippi Professional Growth Rubric 2021-2022

| Program Completers Completed by Principals | 2019-20 N=5 | 2020-21 N=26 | 2021-22 N=14 |
|---|------------------------|-------------------------|-------------------------|
| Ratings: | | | |
| Domain I: Lesson Design | | | |
| 1. Lessons are aligned to standards and represent a coherent sequence of learning. | M=3.00 | M=3.00 | M=3.00 |
| | R=2-3 | R=2-3 | R=2-3 |
| 2. Lessons have high levels of learning for all students | M=2.80 | M=2.85 | M=3.00 |
| | R=2-3 | R=2-3 | R=2-3 |
| Domain II: Student Understanding | | | |
| 3. The teacher assists students in taking responsibility for learning and monitors student learning. | M=3.00 | M=2.92 | M=2.58 |
| | R=2-3 | R=2-3 | R=2-3 |
| 4. The teacher provides multiple ways for students to make meaning of content. | M=3.20 | M=2.84 | M=2.08 |
| | R=2-3 | R=2-3 | R=2-3 |
| Domain III: Culture and Learning Environment | | | |
| 5. The teacher manages a learning-focused classroom community. | M=2.60 | M=3.00 | M=2.17 |
| | R=2-3 | R=2-3 | R=2-3 |
| 6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning. | M=3.20 | M=3.00 | M=2.33 |
| | R=2-3 | R=2-3 | R=2-3 |
| 7. The teacher creates and maintains a classroom of respect for all students. | M=3.20 | M=3.11 | M=2.50 |
| | R=2-3 | R=2-3 | R=2-3 |
| Domain IV: Professional Responsibilities | | | |
| 8. The teacher engages in professional learning. | M=3.00 | M=3.03 | M=2.42 |
| | R=2-3 | R=2-3 | R=2-3 |
| 9. The teacher establishes and maintains effective communication with families/guardians | M=3.00 | M=2.96 | M=2.42 |
| | R=2-3 | R=2-3 | R=2-3 |

M=Mean/R=Range

Note: Completers volunteered to share evaluations assessed by building principals.



The Mississippi Professional Growth System (PGS) is designed to improve student achievement by providing teachers and administrators with feedback to inform continuous improvement. The purpose of the PGS is to support all educators in strengthening practice. This purpose is achieved through the cycle of classroom observations, feedback, adjustments in practice, and follow-up to support the growth of teachers. The Observation and Feedback Cycle will ensure that teachers receive regular observations to provide accurate and meaningful feedback. Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. Observers should follow up to ensure feedback is effectively implemented and to provide additional assistance if necessary. This cycle provides teachers with continuous feedback. (<https://www.mdek12.org/OTL/OTC/professional-growth-system>)

Teacher Performance Levels A teacher's practice on each standard will be evaluated in accordance with a four-level rating scale:

- **Level 4 Practice:** This teacher demonstrates advanced instructional practices, particularly those that foster student ownership of learning and the environment. In Level 4 teaching, a community of learners has been created in which students assume a large part of the responsibility for the success of a lesson and their own learning. Level 4 practice goes above and beyond the expectations for an effective teacher.
- **Level 3 Practice:** This teacher demonstrates effective instructional practices. Level 3 teaching is characterized by “teacher-directed success” while Level 4 teaching is characterized by “student directed success.” Level 3 practices are expected of all effective teachers.
- **Level 2 Practice:** A teacher demonstrating Level 2 practices is making attempts but does not fully demonstrate effectiveness. This teacher has potential to become effective, but requires clear, specific, and actionable feedback to improve his/her practice. A teacher whose practice is at Level 2 is a high potential teacher. High-quality feedback is essential in improving his/her practice.
- **Level 1 Practice:** This teacher should receive immediate and comprehensive professional learning and support(s) designed to address the identified area(s) for growth.

The EPP TGR Comparison Data shows three years of data on completers effectiveness in the classroom from the point of view of principals using the Professional Teacher Growth Rubric. This data was collected by the EPP from willing completers, as the reports are not publicly available.